



# DISCREPANCIES IN PERCEPTION AMONG TEACHERS OF MALBAZAR & NAGRAKATA BLOCKS OF TEA GARDEN REGION OF WEST BENGAL

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## ABSTRACT

Teachers are most significant factor in education system. Teachers are playing very important role for the success of education system. That system of education may be for primary level or for secondary level, or it may be for level of higher education. Teachers are dynamic and conscious factor of education, they are very cognizant about every phenomena of education due to their professional competence. They are well acquainted with national literacy mission, post literacy mission, district primary education programmer, Sarva Shiksha Mission and also aware for prevention of dropout. This study had concentrated to identify the differences of the level of perception about dropout of elementary school level among the school teachers, in term of 17 variables viz. Age ( $X_1$ ), Education of teachers ( $X_2$ ), Training Experience ( $X_3$ ), Year of Experience ( $X_4$ ), Engagement in other activity ( $X_5$ ), Family Income ( $X_6$ ), Social Participation ( $X_7$ ), Interaction with Head Teacher ( $X_8$ ), Interaction with School Inspectors ( $X_9$ ), Interaction with SSM Personnel ( $X_{10}$ ), Organizational Interfacing ( $X_{11}$ ), Involvement in SSM actions ( $X_{12}$ ), Value Judgement ( $X_{13}$ ), Response about SSM activities ( $X_{14}$ ), Use of TL Materials ( $X_{15}$ ), Exposures to Media ( $X_{16}$ ) and Opinion about present education system ( $X_{17}$ ). The statistical analysis illustrated that while the variables like: Year of Experience ( $X_4$ ), Engagement in other activity ( $X_5$ ), Family Income ( $X_6$ ), Interaction with Head Teacher ( $X_8$ ), Interaction with School Inspectors ( $X_9$ ), Interaction with SSM Personnel ( $X_{10}$ ), Response about SSM activities ( $X_{14}$ ), Use of TL Materials ( $X_{15}$ ), Exposures to Media ( $X_{16}$ ) were found to bear mentionable impact on the high and low level of Perception among Teachers of Malbazar & Nagrakata Blocks of Tea Garden Region of West Bengal.

**KEY WORDS:** Effectiveness of SSM, Social Participation, Sarva Shiksha Mission, and level of perception etc.

## INTRODUCTION:

Teacher are playing very important role for the development of education system. Teachers have a pivotal role to play in schools, especially in rural areas where they are the sole representatives of the education system. Most of schools excellence in fact depends on the teacher. There are two aspects of the quality of teachers that are especially relevant in the present context. The first issue has to do with the role of teachers in the management of the school. The diligence with which records are maintained, incentive schemes implemented, infrastructure maintained, as well as the regularity of teacher attendance and teacher involvement are all important determinants of teacher quality that affect educational outcomes. Unfortunately, all too often most or all of these areas of teacher performance leave a lot to be desired.

Major Finding of the NIEPA (1979) study were as follows in West Bengal (1979): Teachers by the large did not understand the importance of census and were unconcerned about the non-enrolment and dropped out children of the village. According to the teachers of four sample schools who were improved in the senses work, schedule cast (SC) and schedule Tribe (ST) girls enrollment was less than the enrollment of the girls belonging to the other casts. R. C. Sharma (2004) prepared a paper on "Implications of Environmental education in Teacher Education", in New Delhi, revealed that education particularly school education could play a greater role by making an impact on the thinking of young minds to protect the universe from deterioration. This paper suggested ways to attack teacher education for bringing out effective changes in school education. Adapting to an interdisciplinary nature, the author suggests the Environmental Education should go beyond school boundaries for reaching to all sections of the society. <sup>(1)</sup> Suryanarayana (2006) conducted a study on the impact of ratio lessons at the primary school level in the tribal area of Visakhapatnam District, Andhra Pradesh through questionnaire and interview with pupils, teachers and MRPs (Mondal Resource Persons). The major finding was that the presentation of the radio lesson was nice and it made the work of the teacher easier. <sup>(2)</sup> One of the important works done by B.N. Panda & Tapan Kumar Basantia (2008) "Multi-Dimensional Activities Based Integrated Approach: An Innovative Teaching-Learning Strategy at the School Stage" published in (Journal of The primary Teacher under National Council of Educational Research and Training of wide volume xxxiii number 1-2, pp 68-78). He finds out that a new and innovative teaching-learning strategy, i.e. multi dimensional, activities based, integrated approach is discussed. This approach is learner-friendly, flexible, innovative and eclectic in nature and it may have wide implications for achieving the broad based objectives in different areas of teaching-learning with respect of attaining multisided devolvement among the learners. <sup>(3)</sup> Dr. Bharti Dogra (2012) prepared a paper on "Changing Perceptions about Children: Challenges for Primary Teachers", in the Journal of „The primary Teacher“ under National Council of Educational Research and Training. This paper discusses various adjustments required on the part of the primary teachers in the light of changing perceptions about children's knowledge, learning theories, pedagogy, designing activities and catering to individual differences. This paper will help primary teachers as well as educators in better understanding of primary children as well as educa-

tional interventions required at this age. <sup>(4)</sup> In the study of Chiter Rekha & Manoj Kumar (2013), found that, This article describes the types, importance, need and significance of life skills education for prospective teachers and discusses the various strategies and methodologies to impart life skill education among prospective teachers. This information will help to understand the need of life skills education. <sup>(5)</sup> The another review of the literature on dropout prevention, Davis and Dupper (2004) discuss the importance of including the student-teacher relationship in both the understanding of why students dropout and the development of more effective interventions to support their persistence. <sup>(6)</sup> Doing this requires research that includes the voices of students (Christenson et al., 2001), as well as their teachers. A limited number of qualitative studies have included the voices and experiences of the students who have dropped out. <sup>(7)</sup> This research provides clear support for the critical role of caring and supportive teachers in interventions to support students to graduation (Gallagher, 2002; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989; Williams & Riccomini, 2006). <sup>(8)</sup> The voices of teachers are for the most part absent and this is problematic. Teachers have the potential to positively influence students not only to graduate, but to thrive in the school environment. Yet it is unclear from the current research literature whether teachers' themselves are aware of the significant influence they have (Marquez-Zenkov, Harmon, van Lier, & Marquez-Zenkov, 2007), potentially limiting the effectiveness of their participation in dropout interventions. <sup>(9)</sup>

## RESEARCH METHOD:

### Method:

The present study is based on intensive School survey conducted during January – June 2014, in one block of the district of Jalpaiguri of the State of West Bengal. The block (Panchayat Samiti), namely Nagrakata was selected at random, out of 13 blocks in the district (Now 07 Block in Jalpaiguri and another newly setup 06 Block in Alipurduar District). With the help of random sampling method 100 school teachers were selected from 5 Gram Panchayat (GP) viz. Sulkapara, Champaguri, Looksan, Angrabhasa-I, Angrabhasa-II of the Nagrakata block. Similar study is based on intensive individual survey in another blocks namely Malbazar (North Circle) was selected at random, out of 07 blocks in the district. With the help of random sampling method 100 school teachers were selected from 6 Gram Panchayat (GP) viz. Rungamuttee, Oodlabari, Damdim, Kumlai, Tesimla, Bagracote of the Malbazar (North Circle) Block. During selection of school teachers those schools were given preferences where dropout rate was below 50%. A structured schedule containing of 22 questions/ statement/ views/ opinions/ options were placed before each teacher individually to measure the level of Efficiency of SSM. Above 22 questions were again arranged in seventeen (17) causal variables  $X_1$  to  $X_{17}$ .

Here, in order to identity the problems, various statistical analyses like correlation, mean, and Mahalanabis D-square analysis method are used to understand the cause of discrimination in their perception level.

### Objective of the study:

Objectives of the study are as follows:

1. To study the level Perception among Teachers of Malbazar & Nagrakata Blocks of Tea Garden Region of West Bengal (Y).
2. To assess the nature and extend of causal factors viz. Age ( $X_1$ ), Education of teachers ( $X_2$ ), Training Experience ( $X_3$ ), Year of Experience ( $X_4$ ), Engagement in other activity ( $X_5$ ), Family Income ( $X_6$ ), Social Participation ( $X_7$ ), Interaction with Head Teacher ( $X_8$ ), Interaction with School Inspectors ( $X_9$ ), Interaction with SSM Personnel ( $X_{10}$ ), Organizational Interfacing ( $X_{11}$ ), Involvement in SSM actions ( $X_{12}$ ), Value Judgement ( $X_{13}$ ), Response about SSM activities ( $X_{14}$ ), Use of TL Materials ( $X_{15}$ ), Exposures to Media ( $X_{16}$ ) and Opinion about present education system ( $X_{17}$ ).
3. To study the nature of interdependency between and among the causal and consequent variables as assumed the above segment.
4. To screen out the causal variables and its substantial effect on the level of Perception among Teachers of Malbazar & Nagrakata Blocks of Tea Garden Region of West Bengal out of this 17 causal variables for formulating a strategy of intervening elementary education towards its Universalization.
5. To assess the level of perception among Teachers of Malbazar Block of West Bengal from some socio-economic, socio-cultural, and other factors associated with primary school education system;
6. To assess the level of perception among Teachers of Nagrakata Block of West Bengal from some socio-economic, socio-cultural, and other factors associated with primary school education system;
7. To evaluate the difference of their level of perception among Teachers of two Block; and
8. To identify the factors responsible for the high and low level of perception.

#### RESULT ANALYSIS AND DISCUSSION:

**Table 1: Values of linear discriminate coefficient against 17 causal variables**

Variables	Linear Discriminant Coefficient ( $D^2$ )
Age of teacher ( $X_1$ )	0.7026726
Education of teachers ( $X_2$ )	5.0772047
Training Experience ( $X_3$ )	0.7282875
Year of Experience ( $X_4$ )	0.3436327
Engagement in other activities ( $X_5$ )	0.3830727
Family Income ( $X_6$ )	0.0004163
Social Participation ( $X_7$ )	0.6346641
Interactions with Head Teacher ( $X_8$ )	3.058724
Interaction with School Inspectors ( $X_9$ )	3.7602782
Interactions with SSM Personnel ( $X_{10}$ )	1.8669619
Organizational Interfacing ( $X_{11}$ )	2.2337889
Involvement in SSM actions ( $X_{12}$ )	0.525032
Value Judgement ( $X_{13}$ )	1.3905299
Response about SSM activities ( $X_{14}$ )	3.6662223
Use of TL Materials ( $X_{15}$ )	0.9228754
Exposures to Media ( $X_{16}$ )	0.431229
Opinion about present education system ( $X_{17}$ )	0.0703591

The table 1 shows the discriminant analysis value on the seventeen variables. These values of discriminate analysis present the difference of teacher's perceptions of two blocks (Malbazar & Nagrakata) in the light of Sarva Shiksha Mission (SSM) of two blocks of Jalpaiguri in West Bengal. The success of Sarva Shiksha Mission (SSM) depends on the fulfillment, aim and objectives towards fulfillment of universalisation of Primary education in these two blocks. The difference of these seventeen variables in level of perception among school teachers of two blocks explains the importance of discrepancies in perception among teachers of Malbazar & Nagrakata blocks of tea garden region of West Bengal.

**Table 2: Mean their differences and 'r' values of variables with respect to level of perception**

Variables	High Level $N_1=100$ Mean Value	Low Level $N_2=100$ Mean Value	Mean Difference (MD)	'r' Value
Age of teacher ( $X_1$ )	37.09	37.69	0.6	-0.0881
Education of teachers ( $X_2$ )	3.75	3.29	0.5	0.0439
Training Experience ( $X_3$ )	0.62	0.45	0.17	0.1208
Year of Experience ( $X_4$ )	9.5	8.37	1.13	-.1527*
Engagement in other activities ( $X_5$ )	1.12	0.25	0.87	-.1502*
Family Income ( $X_6$ )	21264.5	14889.54	6374.96	-.3154**
Social Participation ( $X_7$ )	1.72	1.23	0.49	0.1394
Interactions with Head Teacher ( $X_8$ )	2.36	2.73	0.37	0.1776*
Interaction with School Inspectors ( $X_9$ )	2.17	2.07	0.1	.2399**
Interactions with SSM Personnel ( $X_{10}$ )	1.91	1.75	0.16	0.1834*
Organizational Interfacing ( $X_{11}$ )	1.62	1.49	0.13	0.0688
Involvement in SSM actions ( $X_{12}$ )	18.27	18.02	0.25	0.0287
Value Judgement ( $X_{13}$ )	10.82	10.05	0.77	-0.0908
Response about SSM activities ( $X_{14}$ )	12.48	12.59	0.11	.1962**
Use of TL Materials ( $X_{15}$ )	6.39	6.85	0.46	.3345**
Exposures to Media ( $X_{16}$ )	9.91	9.5	0.41	-.1735*
Opinion about present education system ( $X_{17}$ )	0.6777	1.4766	0.7989	0.0334
Critical Value (One Tail, 0.05) = +or - 0.149 (*)				* Significant at 5%
Critical Value (Two Tail, 0.01) = +or -0.195 (**)				** Significant at 1%

The table 2 shows the mean values of 17 variables classifying teachers' perception of Malbazar and Nagrakata Block to be identified as high and low level. High level means higher level of understanding on that point of view. Low mean value means low level of understanding and perception on that point of view in respect of effectiveness of Sarva Shiksha Mission (SSM). In this table high level and low level of mean values are not always indicate the high level of perception and low level of perception.

The table shows that the age level of teachers of Nagrakata block where the mean value is high that is, 37.69 years than mean value of teachers of Malbazar block 37.09 years. This difference can not indicate directly the high level and low level of effectiveness of Sarva Shiksha Mission (SSM).

From these seventeen variables, only nine (09) variables like Year of Experience ( $X_1$ ), Engagement in other activities ( $X_2$ ), Family Income ( $X_3$ ), Interactions with Head Teacher ( $X_4$ ), Interaction with School Inspectors ( $X_5$ ), Interactions with SSM Personnel ( $X_{10}$ ), Response about SSM activities ( $X_{14}$ ), Use of TL Materials ( $X_{15}$ ), Exposures to Media ( $X_{16}$ ) show their noticeable level of significance in determining the high and low level of perception among teachers of Malbazar and Nagrakata block.

The table 2 shows that in many respect the mean values of variables of Nagrakata block are low than the mean of the same variables of Malbazar block. Here low mean values of teachers' engagement in other activities of Nagrakata block is insufficient that there is not much activities and engagements other than academic activities what is essential for primary schools and primary education of the block like Malbazar.

The table 2 indicates the Variables like Year of Experience shows significant result in this point of view and the mean value for Malbazar block is high (9.5) than mean value of teachers of Nagrakata block (8.37). This mean value shows the teachers of Malbazar block is more experience than the teachers of Nagrakata block. So the year of experience makes the mind of a teacher to think independently for the cause elementary education.

Variables like Engagement in other activities create hope among teachers of Nagrakata Block about the growth and development of the poor conditions of primary education in the block. So the mean value of Nagrakata block (0.25) shows low than mean value of Malbazar block (1.12). It means that among primary teachers of Malbazar block also takes part in some other activities and from each activity; he/she can achieve knowledge which ultimately helps him/her a lot while imparting education. Now-a-days, co-curricular activities introduce in course curricula of different school level. Thus, Engagement in other activities has some implication on the level of Efficacy of Sarva Shiksha Mission.

Analysis of variables like Family Income shows significant result in this point of view and the mean value for Malbazar block is high (21264.5) than mean value of teachers of Nagrakata block (14889.54). This mean value shows the teachers of Malbazar block is more income than the teachers of Nagrakata block. So the higher family income makes the mind of a teacher to think independently for the cause elementary education.

Another variables like Interactions with Head Teacher shows significant result in this point of view and the mean value for Nagrakata block is high (2.73) than mean value of teachers of Malbazar block (2.36). Here the Head teachers or Head Masters/Mistresses of Nagrakata play an important role in their school environment. School teachers are generally busy with their class teaching. So

Head teachers or Head Masters/Mistresses are the persons who are in contact most of the times with their Teachers and other educational administrators of the district. Hence, the interaction of teacher with Head Teacher makes it easier for better implementation of SSM programmes.

The table 2 also shows the variable like Interaction with School Inspectors is significant; the mean value for Malbazar is high (2.17) than mean value of Nagrakata block (2.07). This indicates that interaction of teacher with Inspector of Malbazar block is very positive. The school Inspector plays an important role in their circle. Inspectors are generally busy with their inspection. So Inspectors are the persons who are in contact most of the times with different school and other educational administrators of the district. Hence, the interaction of teacher with Inspector makes it easier for better implementation of SSM programmes.

The variable like Interactions with SSM Personnel is significant; the mean value for Malbazar is high (1.91) than mean value of Nagrakata block (1.75). Here indicates that Interactions with SSM Personnel of Malbazar block is positive. The SSM Personnel plays an important role in their circle. SSM Personnel are generally busy with their inspection. So SSM Personnel are the persons who are in contact most of the times with different school and other educational administrators of the district. Hence, the Interactions with SSM Personnel makes it easier for better implementation of SSM programmes.

Similarly, the low mean value (12.48) of Response about Sarva Shiksha Abhiyan and Sarva Shiksha Mission activities of teachers of Malbazar block correspond the low consensus about these educational schemes, than the mean value (12.59) of teacher of block of Nagrakata, due to better school facility. These schemes are more effective in those blocks, where so many lacks school facility at primary and upper primary education level. That means teacher of Malbazar block not face these physical problems of school. Therefore, the coefficient of correlation of the variable ( $X_{14}$ ) has strong positive impact on the level of perception which eventually determines in discrimination of the high and low level of perception about effectiveness of SSA/SSM. Here, also the low mean value means the high level of perception.

The variables like Use of TL Materials shows significant result in this point of view and the mean value for Nagrakata block is high (6.85) than mean value of teachers of Malbazar block (6.39). This mean value shows the teachers of Nagrakata block is more use of TL Materials than the teachers of Malbazar block. So the teacher of Nagrakata block who ultimately invented and use of TL Materials during class room teaching which ultimately influenced learning effectiveness index and impart quality of education.

The mean value for the Exposures to Media with teacher of Malbazar block is high (9.91) than the mean value of teacher of Nagrakata block (9.5). That means teacher of Malbazar block were exposures to Media about the present education system, they were consume the present education system in schools, due to lack of other better option so that the mean value is high. Whereas teachers of Nagrakata Block are less use the media about the present education system.

Analysis of variables like lack of present primary education system shows significant result in this point of view and the mean value for Malbazar block is high than mean value of teachers of Nagrakata block. This mean value shows the teachers of Malbazar block more aware than the teachers of Nagrakata block on the point of shortfall of present primary education system like lacks in curriculum, discipline, promotion system of students without restriction. Whereas teachers of Nagrakata block were busy to maintain the basic amenities for their students.

**Table 3: The percentage contributions of individual character to the total distance measurement.**

Variable No	Variable Coefficient	Mean Difference	Coefficient X Mean Difference	Coefficient X Percentage Contribution	Rank
( $X_1$ )	0.7026726	0.6	0.42160356	3.78	VI
( $X_2$ )	5.0772047	0.5	2.53860235	22.81	II
( $X_3$ )	0.7282875	0.17	0.123808875	1.11	
( $X_4$ )	0.3436327	1.13	0.388304951	3.49	VIII
( $X_5$ )	0.3830727	0.87	0.333273249	2.99	
( $X_6$ )	0.0004163	6374.96	2.653895848	23.84	I
( $X_7$ )	0.6346641	0.49	0.310985409	2.79	
( $X_8$ )	3.058724	0.37	1.13172788	10.16	III
( $X_9$ )	3.7602782	0.1	0.37602782	3.38	IX
( $X_{10}$ )	1.8669619	0.16	0.298713904	2.68	
( $X_{11}$ )	2.2337889	0.13	0.290392557	2.61	
( $X_{12}$ )	0.525032	0.25	0.131258	1.18	
( $X_{13}$ )	1.3905299	0.77	1.070708023	9.62	IV
( $X_{14}$ )	3.6662223	0.11	0.403284453	3.62	VII
( $X_{15}$ )	0.9228754	0.46	0.424522684	3.81	V
( $X_{16}$ )	0.431229	0.41	0.17680389	1.59	
( $X_{17}$ )	0.0703591	0.7989	0.056209885	0.51	

Table 3 shows the contribution of every variable in percentage forms through discriminant analysis. From the entire seventeen variables, variables like Age of teacher 3.78 percent, Education of teachers 22.81 per cent, Year of Experience 3.49 percent, Family Income 23.84 per cent, Interactions with Head Teacher 10.16 per cent, Interaction with School Inspectors 3.38 per cent, Value Judgement 9.62 percent, Response about SSM activities 3.62 per cent and use of TLM 3.81 per cent to the total discrimination.

#### CONCLUSION:

In order to know the personal, social, cultural, economic, geographic positional element affecting the level of perception among teachers related with Elementary education system of the District of Jalpaiguri at the time of Sarva Siksha Mission, the study is unique. In the way of search the different aspects are affecting the level of perception about SSM among teachers. Others few eminent elements such as Age of respondent ( $X_1$ ), Education of teachers ( $X_2$ ), Training Experience ( $X_3$ ), Year of Experience ( $X_4$ ), Engagement in other activity ( $X_5$ ), Family Income ( $X_6$ ), Social Participation ( $X_7$ ), Interaction with Head Teacher ( $X_8$ ), Interaction with School Inspectors ( $X_9$ ), Interaction with SSM Personnel ( $X_{10}$ ), Organizational Interfacing ( $X_{11}$ ), Involvement in SSM actions ( $X_{12}$ ), Value Judgement ( $X_{13}$ ), Response about SSM activities ( $X_{14}$ ), Use of TL Materials ( $X_{15}$ ), Exposures to Media ( $X_{16}$ ) and Opinion about present education system ( $X_{17}$ ) have been described to discriminate the level of perception among Elementary School Teachers of the District of Jalpaiguri.

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